

SECRET

13 March 1981

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MEMORANDUM FOR: [] Chairman
Task Force on Language Specialists

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FROM : []
NFAC Member, Task Force on
Language Specialists

SUBJECT : "Staff Study on the Classification and
Compensation of Language Specialists,"
dated 9 March 1981

1. NFAC disagrees with the recommendation contained in the Staff Study cited above, "...that incentives for language specialists continue to be awarded through the Language Incentive Program (LIP), as it is presently constituted." Instead, NFAC takes the position that was recommended by NAPA and approved by the Executive Committee: "...persons hired or appointed to their present positions, based primarily on their language skills, should be excluded from the Language Use Award (LUA), Language Achievement Award (LAA), and Language Maintenance Award (LMA) in the language or mutually intelligible languages upon which that appointment was based."

2. The reason noted in the Staff Study for allowing language specialists to continue in the LIP is the "severely demoralizing effect" that would result from their exclusion. At the same time, however, the Study also indicated that:

- A number of career opportunities currently exist for certain language specialists.
- The Directorate of Operations is willing to design a career development profile for its language specialists.
- An examination of the career tracks of language specialists has revealed a great deal of movement within offices and transfers to other offices, in many cases leading to new careers and higher grades.
- It is inappropriate to reward beyond salary compensation language specialists for the skills for which they were hired.

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- Rewarding language specialists beyond salary compensation could set a precedent for every other specialist who might want monetary recognition.
- Some language specialists may refuse rotations to non-language-designated positions, thereby stifling the growth of the employee and the needs of the Agency.
- It cannot be shown that there is a lack of language-qualified candidates for the CIA.
- The CIA salary structure for language specialists "already exceeds that of most of the rest of the Government."

NFAC contends that the factors noted above contradict and outweigh the recommendation of the Staff Study. To demoralize our language specialists would be unfortunate, but to give them preferential treatment over other specialists--Agency-wide--would be dangerous.



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PROPOSED ACTIONS

1. Advanced Intelligence Seminar -- Reduce to 10 days.

This course currently runs for 13 work days. The staff has identified material which can be eliminated from the course without adverse effect.

2. Midcareer Course -- Reduce to 4 weeks.

In recent years the Midcareer Course has run for five weeks. At the direction of the former DCI, the course was restructured in 1980 to devote one of the five weeks to management theory and principles. It has been OTE's experience that a high percentage of the Midcareer Course students have had more than the equivalent of this week in regular management courses prior to their enrollment in the Midcareer. OTE recommends, therefore that the dedicated management week be dropped, but the course not be re-expanded to its previous five week length. Our experience has indicated that the critical elements of the Midcareer Course can be adequately provided during a four week period.

3. Human Relations and Management -- Eliminate as separate course.

This course, which is conducted by a contractor, has proved to have useful elements. In parts, however, it tends to overlap with the Management for Equal Opportunity Course. OTE recommends that the best elements of both courses be merged into a single five-day program to be conducted by OTE.

4. Leadership Seminar - Cancel.

This has been a highly successful but expensive seminar conducted by the [REDACTED] FY-1981 costs for the contract were \$52,000 which equates to \$26,000 per running. OTE believes that both the time and money involved could better be applied to management training geared toward a target audience in a more developmental stage of their career.

5. Project Officer in the Contract Cycle -- Transfer to Office of Logistics as component activity.

This is a highly specialized and technical course requiring extensive direction from and participation by the Office of Logistics. It can be more effectively conducted if handled directly by that office as a component training activity.

6. Senior Officer Development Course -- Reduce to 12 weeks.

The Senior Officer Development Course first ran on an experimental basis starting in late 1980 and ran for a period of 17 weeks. While it was considered a most worthwhile effort by both the staff and participants, it could be substantially improved by a thorough reworking and a compression to 12 weeks. (Proposed 12-week curriculum is at Tab D)

7. Time and Attendance Workshop -- Cancel; do a videotape.

This technical workshop which is offered on demand is most appropriate for presentation by videotape.

8. Records for the Manager -- Cancel.

Three separate records overview courses are currently offered. One is geared for the records professional, a second targets clerical personnel, and this, the third, was designed to acquaint the middle and senior managers with procedures and problems related to the subject. The anticipated audience has not materialized and cancellation is recommended.

9. Administration Directorate: Trends and Highlights -- Cancel.

The information offered in this course is available elsewhere. Basically, the course consists of presentations made by senior DDA officials at a remote training site, and OTE thinks that the results obtained do not warrant the heavy commitment of time and money involved.

10. CIA Senior Seminar -- Cancel.

If the Senior Officer Development Course is conducted as recommended, it in effect replaces the CIA Senior Seminar.

11. Perspectives for New SIS Officers -- Cancel.

This is the so-called "Charm School" initiated by the former DCI. OTE is of the opinion that with proper utilization of other developmental training courses which are available, the need for a specific course for those making the transition into the SIS can be eliminated.

12. China After Mao Seminar - Cancel.

The demand for this specialized seminar has decreased to the point where OTE recommends its cancellation.

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19 March 1981

MANAGEMENT AND PERSONNEL DEVELOPMENT

Counseling Course - Improves skills of supervisors and counselors in the conduct of basic personnel counseling.

5 days

9 times a year

Effective Employee Course - Designed to help employees develop and use interpersonal skills to enhance performance and be more active job contributors.

4 days

10 times a year

Fundamentals of Administration - Covering basic administrative skills, this course completes the training program for new supervisors, along with the FOS (below).

5 days

6 times a year

Fundamentals of Supervision - Emphasizes the first-line supervisor's role as communicator, leader, problem solver, decisionmaker, and evaluator.

5 days

6 times a year

Human Relations and Management - Managers are given an understanding of societal, cultural, ethnic, racial, and sexual differences and the significance of these national issues to the Agency populations.

5 days

5 times a year

Leadership Seminar - Provides a framework for understanding and reacting to employee and organizational problems for senior executives.

5 1/2 days

2 times a year

Leadership Styles and Behavior - By identifying managerial styles and leadership techniques, this program offers students the opportunity to assess their own skills.

5 days

6 times a year

Management for Equality of Opportunity - Provides an understanding of a manager's role in insuring the Agency's equal employment opportunity policies.

3 days

8 times a year

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Management Seminar - Mid-level managers improve their personal and organizational effectiveness through case studies, research and Agency problem solving.

10 days

5 times a year

Office Management Seminar - Designed for the senior Agency secretary, this seminar covers interpersonal skills required in dealing with personnel at all levels.

4 days

2 times a year

Performance Appraisal Workshop - By component request, the workshop provides basic instruction in preparing Advance Work Plans and Performance Appraisal Reports.

1 day

Upon Request

Program on Creative Management - Develops the middle manager's skills in interpersonal relations, based on personal assessment and leadership training.

5 1/2 days

6 times a year

Project Officer in the Contract Cycle - Project officers are given a basic understanding of the procurement authorities, organization, and the contract cycle.

5 days

3 times a year

Secretarial Administration Course - Provides familiarization with management techniques, organizational communication, and effective practices for Agency secretaries.

3 days

6 times a year

Senior Officer Development Course - The course is designed to further educate selected potential SIS officers by enabling them to identify, understand and apply the philosophical and operational principles underlying intelligence.

78 days

2 times a year

FINANCIAL MANAGEMENT

CIA Financial Systems - This program gives an overview of legal and managerial requirements of the various financial systems used in the Agency.

3 days

4 times a year

CIA Program and Budget Process - Designed for supervisors responsible for planning, budgeting and evaluating the use of financial resources.

2 days

Once a year

Domestic TDY Travel Workshop - This workshop is designed for personnel engaged in the detailed administration and computation of domestic TDY travel.

1 day

Upon Request

Field Administration - This course affords trainees scheduled for overseas assignments practical experience in support of a class B field station.

20 days

5 times a year

Time and Attendance Workshop - This on-request workshop provides instructions for effectively reporting time and attendance for all types of schedules.

1 day

Upon Request

COMMUNICATIONS AND INFORMATION MANAGEMENT

Administrative Procedures - The course emphasizes preparation of cables, telepouches, dispatches, intelligence reports, and memoranda used by various Agency elements.

3 days

4 times a year

Basic English Refresher - The course objectives are recognition of parts of speech and basic sentence structure.

5 days - PT

As Required

Briefing Techniques Course - Participants learn techniques to determine the needs of those whom they brief, to organize data to meet the needs, and communications skills to present the data.

5 days

9 times a year

Effective Written English - Based on a program of grammar and punctuation review, the course develops student proficiency in the mechanics of writing.

10 days - PT

23 times a year

Freedom of Information/Privacy Act Seminar - The Seminar discusses the Freedom of Information Act and Privacy Act and the Executive Orders pertaining to release of information by the Agency.

2 days

4 times a year

Instructor Training Course - Provides knowledge of the principles and practices of effective instruction and an opportunity to develop and practice presentation skills.

5 days

3 times a year

Operational Records I: The DDO Records System - Increases the operational effectiveness of Directorate of Operations personnel through a better understanding of the DO records system.

3 days

5 times a year

Operational Records II: Biographic Research - Increases the ability of Directorate of Operations personnel to recover and analyze information on persons of interest to the DO.

5 days

5 times a year

Operational Records for CTs - This course, a synthesis of the Operational Records courses, is designed specifically for Career Trainees.

6 days

8 times a year

Proofreading - Designed to build an awareness of the importance of proofreading and to improve the participant's ability to proofread.

4 days - PT

6 times a year and
Upon Request

Reading Improvement - Participants learn effective techniques of reading through drills and timed reading exercises.

9 days - PT

6 times a year

Records for the Manager - This seminar deals with records and information handling from the manager's viewpoint, discussing the manager's role and responsibility.

2 days

2 times a year and
Upon Request

Records for Clerical Personnel - This seminar discusses office records-keeping philosophy and practices. It delves into files structure, maintenance, and practices.

1 day

2 times a year and
Upon Request

Records for the Records Professional - This seminar goes into the details of the records officer's role, functions, and responsibilities, and covers the procedures of records.

3 days

2 times a year and
Upon Request

Shorthand Refresher Course - Approach to this course is lecture and practical application with the emphasis on "doing" rather than "hearing."

20 days - PT; after 3 times a year
hours, 2 sections

Writing for CIA - Students learn principles of sound Agency writing, with emphasis on the varied types of written communication in CIA.

8 days - PT 15 times a year

INFORMATION SCIENCE

Applied Analytical Techniques - Teaches qualitative and quantitative skills and techniques useful to describe, structure, and analyze intelligence-related problems.

15 days 3 times a year

Basic Statistical Concepts for Analysts and Managers - Teaches basic concepts of probability, descriptive and inferential statistics with an emphasis on intelligence problems.

10 days 3 times a year

COMIREX Automated Management System (CAMS) Language and Functions - Teaches the concepts and computer terminal skills needed to task and manage the national collection and exploitation systems.

10 days 6 times a year

CAMS Management Overview - Provides a general knowledge of CAMS for those who need to know but will not be active users.

1 day Upon Request

CAMS Update - Designed for the experienced user, this course focuses on CAMS topics of current, high-priority interest.

2 days Upon Request

Decision Analysis - Teaches the application of probability and utility theory to the structuring of decision problems. Uses computer-supported models.

10 days 3 times a year

Information Science for Managers - Presents an overview of the application of information science techniques to a variety of management problems.

5 days

4 times a year

Survey of Intelligence Information Systems - This course acquaints professional intelligence officers with the major intelligence information systems in the Intelligence Community.

15 days

3 times a year

System Dynamics - Teaches the application of the techniques of dynamic simulation to management and analytical problems. It uses computer-supported models.

10 days

3 or 4 times a year

ORIENTATION AND GENERAL COURSES

Administration Directorate: Trends & Highlights - Provides students an updated understanding of the missions and functions of the Administration Directorate.

4 days

4 times a year

Advanced Intelligence Seminar - A survey for experienced officers (GS-13 - 15) of key international and domestic issues which have an impact on CIA and on the U.S. intelligence effort.

13 days

4 times a year

Chiefs of Station Seminar - A survey of problems in the management of a CIA foreign station for newly assigned station chiefs and deputies and base chiefs.

10 days

2 times a year and
As Needed

CIA Senior Seminar - A program for selected senior officers, examining key policy issues facing the United States and the application to the intelligence effort.

45 days

2 times a year

CIA Today and Tomorrow - Recent developments in the mission and functions of CIA and the Community; a fourth day is for Operations Directorate personnel only.

3 days

2 times a year

Introduction to CIA - For new professional employees, covers the mission and functions of CIA and of the Intelligence Community along with an outline of the intelligence process.

10 days

10 times a year

Midcareer Course - An in-depth review of organizational and policy issues facing CIA and the Intelligence Community--for identified Senior Officer Development Program officers.

25 days

5 times a year

Orientation for Career Trainees - Introduces the new CT to CIA, the Intelligence Community, and the intelligence process.

15 days

4 times a year

Orientation for New Employees - For new non-professional employees; covers the Agency, the intelligence process, and the personnel management system.

4 days

10 times a year

Overseas Orientation Course - A survey, for first-tour employees and spouses, of the practical problems of living and working abroad.

10 days

3 times a year

Perspectives for New Senior Intelligence Service Officers - An opportunity for new SIS officers to look at the whole picture of CIA; with particular reference to problems facing senior management.

4 days

2 times a year

Scientific/Weapons Intelligence for the Operations Officer - Operations Directorate officers study the principles, requirements, and techniques of clandestine collection of scientific intelligence.

5 days

Once a year

INTELLIGENCE ANALYSIS AND AREA STUDIES

China Familiarization - A basic survey of Chinese history and culture, geography and resources, economic, political and social patterns, and foreign relations.

5 days

Upon Request

China After Mao Seminar - An intensive appraisal, utilizing recognized experts of critical issues bearing on China's current and future policies; for China specialists.

4 days

Upon Request

International Economics - An overview of key concepts and problems in international economics.

5 days

2 times a year

DO Economic Collection - For Operations Directorate officers. Provides information on requirements, targeting, and methods of HUMINT collection in international economics.

3 days

2 times a year

Introduction to Analysis - A combination of lectures, seminars, and analytical exercises for entry-level professionals in NFAC.

10 days

4 times a year

Orientation to Analysis - Provides the DO-bound Career Trainee "hands on" experience in intelligence analysis.

5 days

4 times a year

Seminar on Intelligence Analysis - For senior analysts and branch chiefs. Emphasis is on quality of analysis and interdisciplinary techniques.

14 days

4 times a year

Seminar on the Producer/Consumer Relationship - A series of policy-level speakers from consumer agencies discuss the quality of NFAC analysis with senior NFAC analysts.

3 days

4 times a year

Survey of Intelligence Collection Systems - Orientation to the capabilities and limitations, plus tasking mechanisms for HUMINT, SIGINT, Imagery, and Open Source collection systems.

4 days

4 times a year

USSR Country Survey - Examines those factors (economic, political, etc.) required for an objective assessment of the USSR as a major intelligence target.

10 days

Upon Request

Next 2 Page(s) In Document Exempt

Tab
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OTE Training in FY 1980

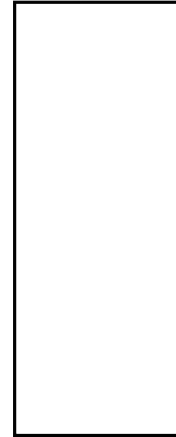
Variety of Courses Offered

Students

Student Days

Student Hours

Approximate Hours Per Student



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Notes:

- a. Above covers OTE offerings only.
- b. Excludes Language School courses.
- c. Does not cover special runnings for Briefing Techniques, Effective Employee, Proofreading or Reading Improvement courses.

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SENIOR OFFICER DEVELOPMENT COURSE

September 13 - December 18

Rough Schedule *

WEEK I

- fundamental factors influencing relations among nations
- evolution of the intelligence function in the US

WEEK II

- the intelligence community
- the organization of CIA
- the senior officer as manager

WEEK III

- the national security decision process
- the intelligence consumers who participate in that process
- Congress as consumer
- the role of the intelligence product in the formulation and execution of national policy

WEEK IV

- the national estimate as product
- SALT support
- other key products - briefings, PDB, SIG support
- evaluating the product

* Most of the course members' time will be spent in small group exercises using the case study method. Advance reading will be required of the course members along with some preliminary essays. Panel discussions will supplement lectures where possible. Some external reading and essay writing will also be required throughout the course.

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WEEK V

- military and scientific analysis

WEEK VI

- economic and political analysis

WEEK VII

- key substantive areas
- the USSR
- China
- Middle East
- key LDCs
- Western Europe
- key Latin American countries

WEEK VIII

- satellite photo-reconnaissance
- fundamentals of imagery
- fundamentals of SIGINT
- the special collection service
- field trip to NSA
- employing technical collection systems

WEEK IX

- clandestine collection
- CIA stations abroad
- human source systems
- liaison relationships
- counter intelligence

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WEEK X

- covert action
- congressional and executive oversight
- terrorism

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WEEK XI

- the support function
- executive committee staff and long-range planning
- computer applications
- security, logistics, COMMO
- the operations center
- personnel management
- FOIA
- public relations

WEEK XII

- the agency budget process
- member presentations
- key issues facing intelligence in the 80s (substance process and management)
- final evaluation

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OTE Proposed Actions on Training Courses

The DO concurs.

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2 MAY 1981

I. Language Training Requirements

Almost 50 percent of the language training is accomplished by means of non-scheduled courses. This is not cost effective and does not provide full utilization of scheduled courses.

Recommendations:

- a. Each directorate be required to submit language training requirements annually resulting in better planning and a language program with larger classes on a definite schedule.
- b. The Language Development Committee will report quarterly on the effectiveness of Language School responses to language training requirements.
- c. Reporting on the status of the Language Incentive Program on a quarterly basis with an annual summary.

II. Relation of Language Competency to Promotion

Many Agency positions do not require the use of a language. At the present time language skill is not a mandatory requirement for promotion. In the D0 long range plans include a requirement for operations officers to achieve a tested proficiency of R-3, S-3 before advancing to the mid-career level.

Recommendations:

- a. At this time language skill not be made a mandatory requirement for promotion throughout the Agency.
- b. That the D0 proceed with plans to include by 1985 a requirement for demonstrated proficiency in one foreign language for operations officers to advance to mid-career level.

III. Attainment of Fluency Levels

There is a shortfall here. The variables related to the development of oral proficiency are:

- a. The number of hours actually spent in training
- b. The difficulty of the language being studied
- c. Language aptitude as measured by the Modern Language Aptitude Test
- d. The number of other languages already learned

Recommendations:

- a. That Agency offices be directed to commit language students to remain in training for the advertised length of the course.
- b. That the Language School conduct a study to determine optional course length by language group to enable average students to attain minimum professional proficiency.
- c. That each entering language student have on record a Modern Language Aptitude Test score which is not more than five years old.
- d. The Language School accept students with below average language aptitude by exception only.
- e. That in instances of inadequate resources, the Language School give priority to students who have demonstrated a successful language learning ability.

IV. Recruitment of Language Competent Personnel

OPPPM recruits people with specific skills necessary to fill the positions as detailed by component managers in recruitment guides. Many Agency managers are inclined to place a greater priority on substantive qualification and hope that the necessary Agency language qualification can be acquired. Revision of recruitment guides to include specific language requirements and proficiency levels will assist in tailoring OPPPM recruitment efforts.

Recommendations:

- a. That greater emphasis be placed on making language requirements more specific for non-language specialists such as Career Trainees and analysts.
- b. That Recruitment Division reissue such instructions to all offices engaged in establishing recruitment guides.
- c. That Recruitment Division be encouraged to recruit language-qualified personnel for the CT Program regardless of whether or not they meet formal educational standards currently being applied.

V. Space for the Language Program

Modifications are currently being made in the Headquarters Building. We hope to have more space in the Chamber of Commerce Building in FY-82.

Recommendations:

- a. That conversion of the 3,000 sq. ft. of space on the balcony of the South Cafeteria proceed as planned. The 2,472 sq. ft. of the currently used space be retained for classroom use in the foreseeable future.

- b. That the Language School be assigned 2,000 additional sq. ft. language classrooms in the Chamber of Commerce Building.

VI. CIA's Role in a Long Term Broadly Based Program for Language Improvement

A Presidential Commission has found "a serious deterioration in this country's language and research capacity at a time when an increasingly hazardous international military, political and economic environment is making unprecedented demands on America's resources, intellectual capacity and public sensitivity." Our Language Incentive Program encourages the development and maintenance of foreign language skills to support Agency activities. We must do more. The most pressing need for language proficiency standards is in the area of oral language skills. Our initial effort should concentrate on speaking standards. We need the support of the DCI and of the DDCI in this effort.

Recommendations:

- a. The Language School be authorized to expend time and effort (approximately one and a half man-years) in FY-82 to spearhead a program for development of national test standards.
- b. The influence of the DCI/DDCI and other Agency spokesmen be applied to publicize the Agency's interest in and emphasis on foreign language competence.
- c. The DCI/DDCI support Congressional and Executive branch efforts to further the development of language-related resources.
- d. The staff of the Language School play an active role in the propagation of foreign language awareness by participation in professional conferences and appearances at schools and universities.

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